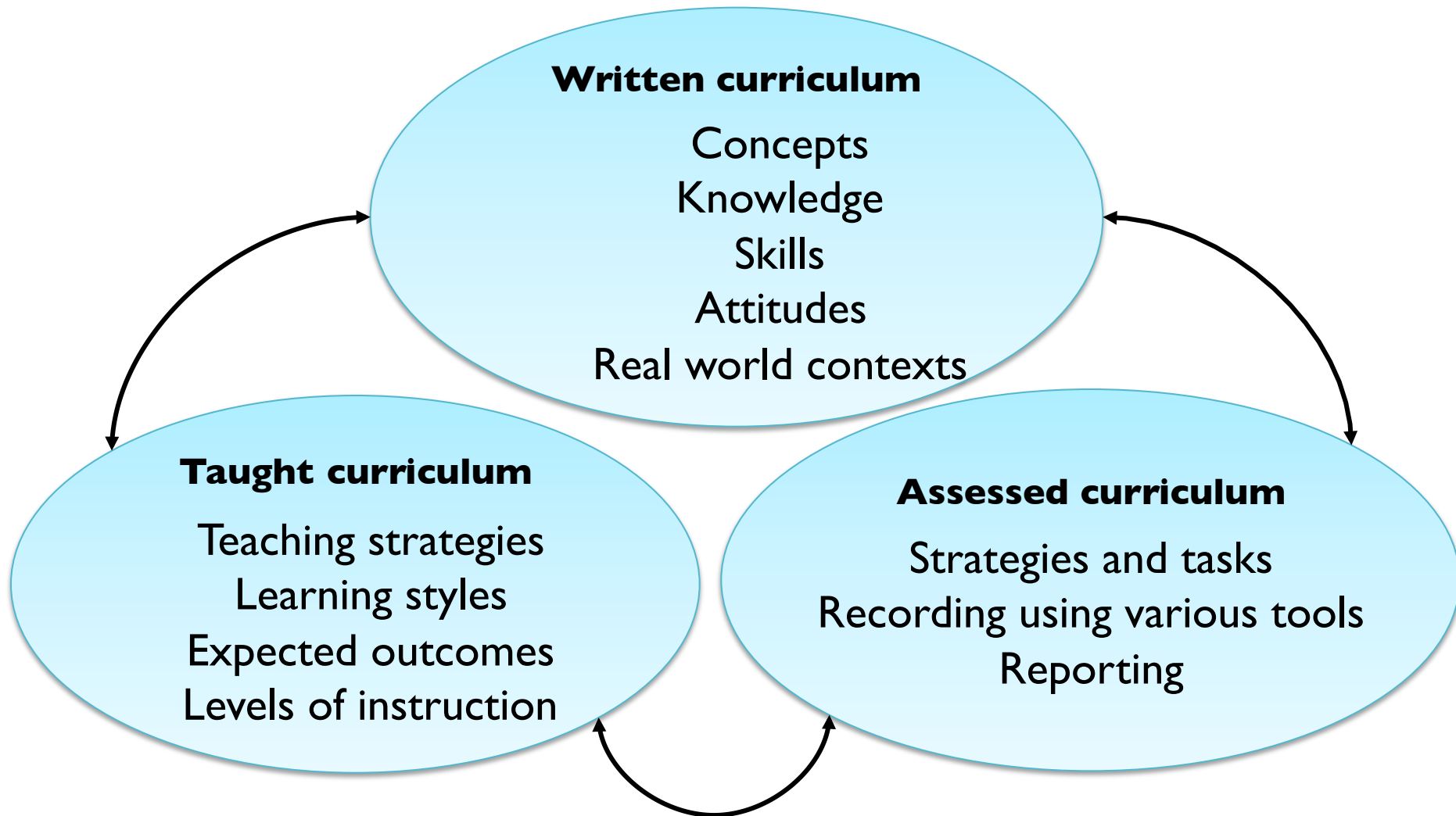


- **What are the general principles of MYP assessment?**

The ongoing process of collecting and analysing information about the students' achievements to enhance learning and improve teaching.

MYP curriculum model



- Purposes of assessment:

- Informative
- Monitoring learning
- Unit planning
- Motivation and self-reflection of teaching and learning
- Administrative
- Guidance
- Diagnostic

Types of assessment

Diagnostic (pre-assessment)	Formative	Summative
<u>Prior</u> to teaching	<u>During</u> the teaching and learning process	Generally <u>at the end</u> of a teaching and learning period/process
Indicates what students know/can do	Provides feedback for the learning	Provides a judgment on the learning
Guides planning and teaching for effective learning	Helps students reflect on learning	Gives opportunities for students to show what they have learned

- Characteristics of formative assessment
 - During the teaching and learning process
 - Involvement of students in their learning
 - Feedback and guidance for improvement
 - Identification of learning objectives to students
 - Sharing of assessment criteria with students
 - Reflection and self-assessment
 - Promotion of peer-assessment

Characteristics of summative assessment

- Usually occurs at the end of a unit, term, year, etc.
- Measures what students know, understand and/or can do
- Involves making a criterion-related judgment about student performance
- Generally provides an achievement level.

Possible forms of assessment

- **Informal**

- observations
- dialogues
- teacher conversations
- interviews and conferencing
- role plays
- presentations
- student self-assessment
- video/audio recording and photographs
- etc.

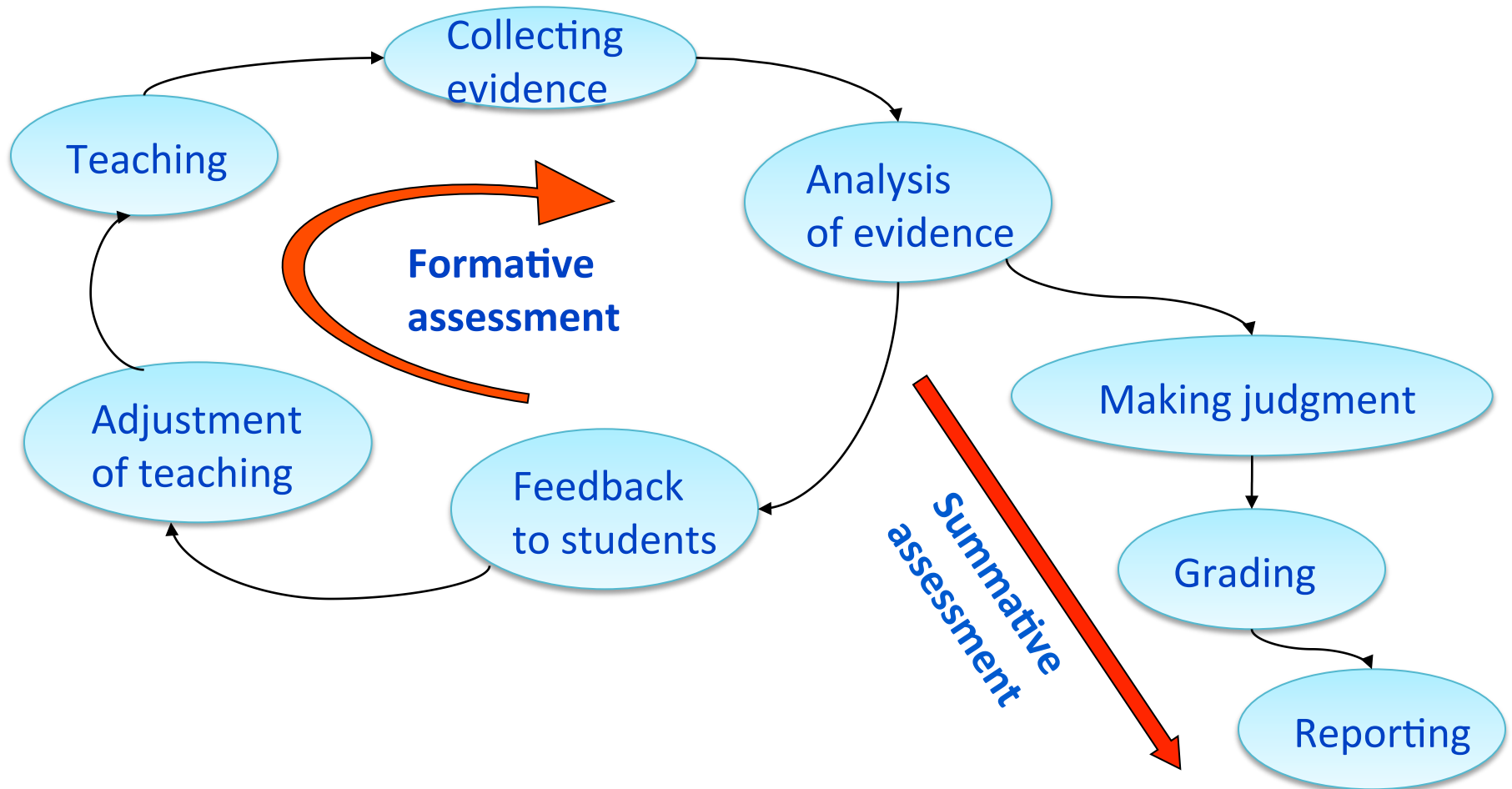
- **Formal**

- classroom tests
- essays: factual, directed, open-ended
- performance tasks/projects
- oral presentations
- investigations
- field works
- practical works
- examinations
- etc.

Tailoring assessment to the objective.

- What assessment do we use at our schools?
- How do we implement this in our programmes

The assessment cycle



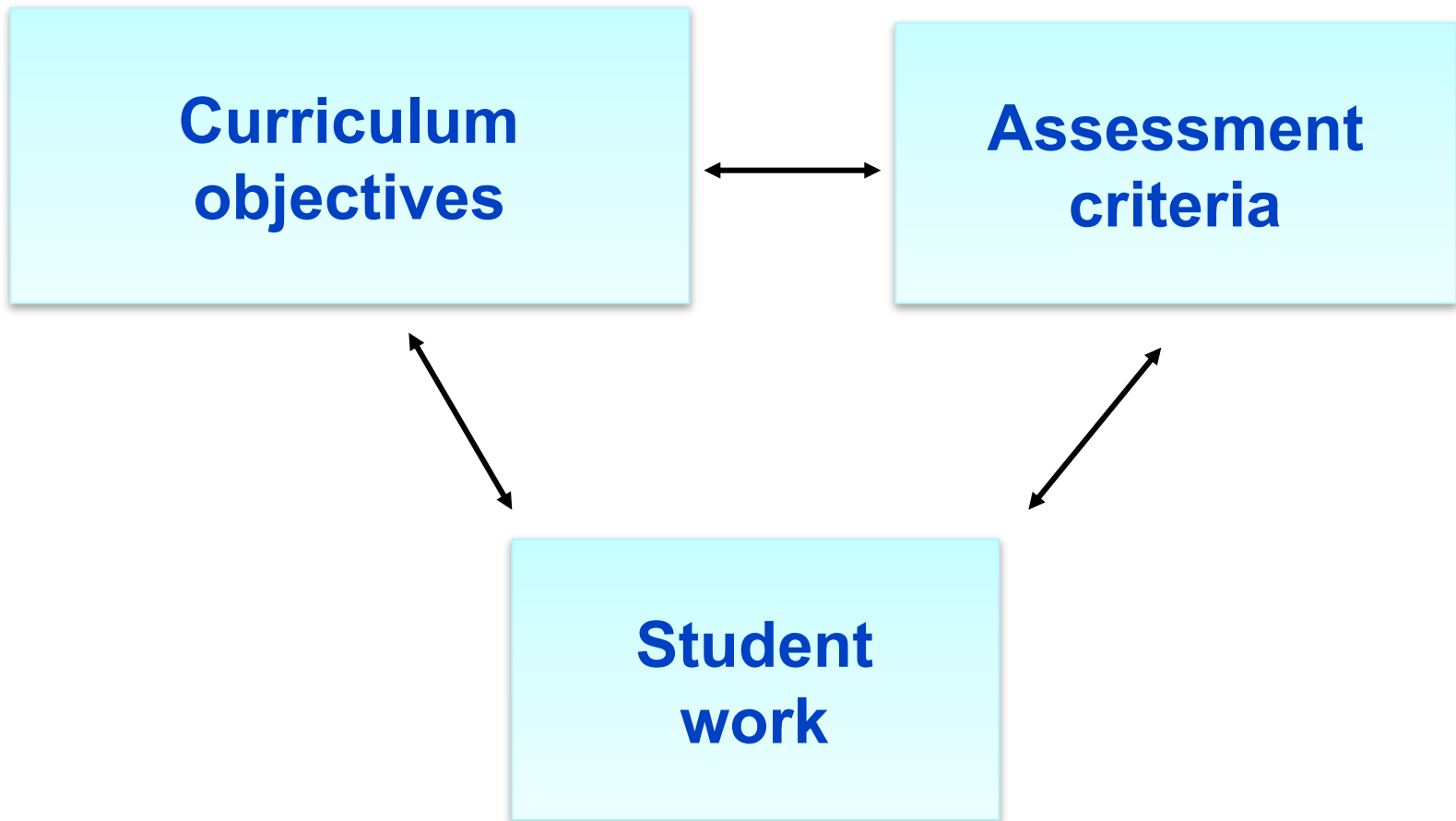
Different ways of making a judgment

- Norm-referenced
 - Self-referenced
 - Criterion-related
-
- How do you use this assessment in your schools?

Assessment in the MYP is

- organized and structured by schools/teachers
- internal (conducted by teachers)
- embedded in the curriculum
- integral to teaching and learning
- a continuous process (every year of the programme)
- focused on subject-specific objectives
- criterion-related

Criterion-related assessment



Some definitions

Written curriculum - the planned & guided content & experiences

coherently organised (vertically & horizontally) to show progression of skills, knowledge & understanding

Standards - the macro-skills, key concepts under which subject

knowledge & understanding is organised

Benchmarks - statements which describe how students demonstrate

attainment of the Standard. Reflect content

Objectives - statement(s) for a subject describing the skills,

knowledge and understanding that will be assessed. They correspond to MYP assessment criteria

Interim objectives - provisional objectives describing skills,

knowledge and understandings for Years 1-4 of the MYP. IB published for Years 1 & 3 (mid-2008)

Good assessment practice should

- be a shared process (sharing objectives and criteria with students)
- measure the learning progress
- provide feedback to students
- aid curriculum planning
- assist students to develop critical thinking and self-evaluation skills (reflection and self-assessment).

MYP schools must

- develop assessment procedures based on assessment guidelines. MYP
- assessment policy
- share assessment principles and criteria with teachers, students and parents
- how do you write assessment at your school
- provide evidence of work assessed against subject-specific criteria
- ensure an effective MYP reporting system

Benefits of criterion-related assessment

- corresponds to subject-specific objectives and is not subjective to teachers' judgment
- provides clear and specific standards of expected student achievement
- fosters self-assessment and improvement
- shows the state of students' conceptual understanding, knowledge and skills
- gives flexibility for curriculum design
- can be applied in a variety of circumstances and contexts, and with a range of assessment tasks.

Assessment practices in the MYP should

- be ongoing, appropriate and relevant to age group
- incorporate a range of assessment strategies and learning styles
- balance formative and summative procedures
- have a clear and explicit purpose
- provide feedback to students, teachers, parents, etc.
- consider educational needs and language competences.